



State of New Jersey

2014-15

31-0900-100

SCHOOL #3

365 WASHINGTON AVENUE

CLIFTON, NJ 07011

OVERVIEW

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The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

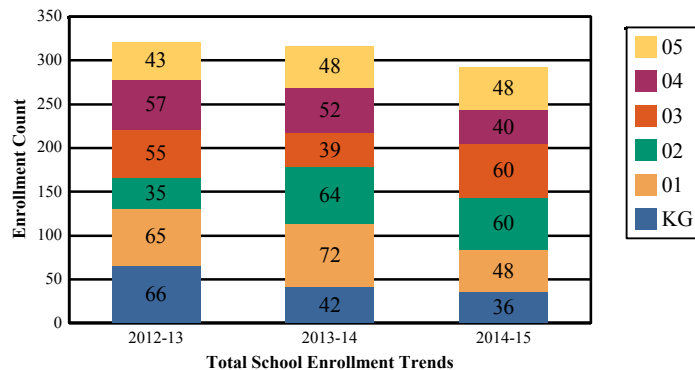
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Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



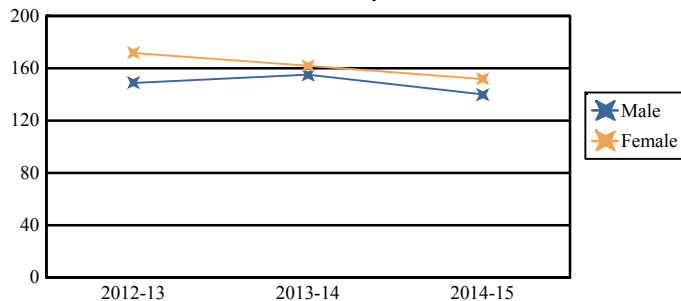
Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	321
2013-14	317
2014-15	292

Enrollment by Gender

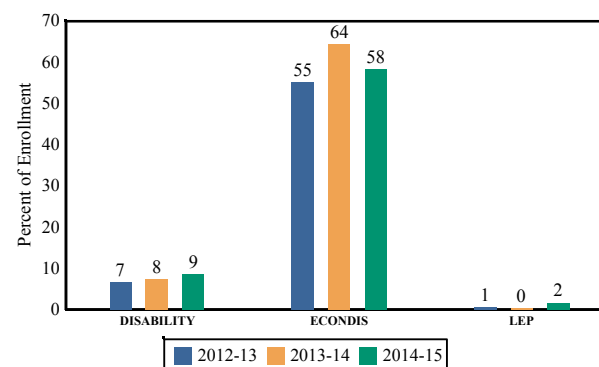
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	149	172
2013-14	155	162
2014-15	140	152

Enrollment Trends by Program Participation

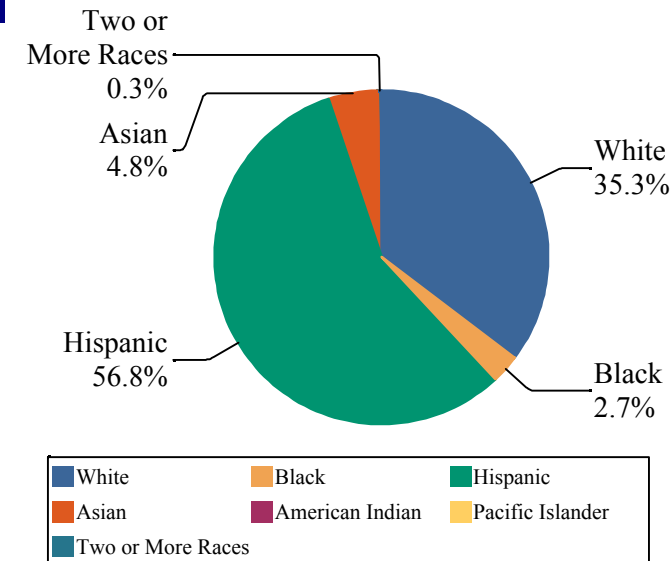
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	25	9%
Economically Disadvantaged Students	170	58.2%
English Language Learners	5	1.7%

Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	62.0%
Spanish	20.3%
Arabic	11.9%
Polish	1.7%
Gujarati	1.0%
Armenian	0.7%
Other	2.4%

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	49%	84	42
Math Met or Exceeded Expectation	33%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	141	48.9%	95%	97.4%	YES
White	53	52.9%	95%	98.2%	YES
African American	-	-	--	--	--
Hispanic	77	45.5%	95%	98.8%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	87	41.3%	95%	98.9%	YES

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	141	32.6%	95%	97.4%	YES
White	53	41.5%	95%	98.2%	YES
African American	-	-	--	--	--
Hispanic	77	26%	95%	98.8%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	87	23%	95%	98.9%	YES

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

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PARCC ELA Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	58	742	744	5%	26%	38%	31%	0%	31%	44%
White	22	752	753	5%	27%	23%	45%	0%	45%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	33	738	727	6%	21%	48%	24%	0%	24%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	37	738	724	5%	24%	49%	22%	0%	22%	24%

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PARCC ELA Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	38	757	751	0%	11%	24%	61%	5%	66%	52%
White	11	765	758	0%	9%	18%	55%	18%	73%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	22	751	737	0%	14%	27%	59%	0%	59%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	22	754	734	0%	9%	23%	64%	5%	68%	31%

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PARCC ELA Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	45	752	751	0%	16%	27%	56%	2%	58%	53%
White	20	749	757	0%	20%	30%	45%	5%	50%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	22	755	737	0%	9%	27%	64%	0%	64%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	28	747	734	0%	18%	36%	46%	0%	46%	31%

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PARCC MATH - Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	58	736	746	2%	34%	38%	26%	0%	26%	46%
White	22	741	752	5%	32%	23%	41%	0%	41%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	33	734	733	0%	36%	45%	18%	0%	18%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	37	735	730	3%	30%	49%	19%	0%	19%	26%

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PARCC MATH - Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	38	746	744	0%	18%	37%	45%	0%	45%	42%
White	11	747	749	0%	27%	9%	64%	0%	64%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	22	741	732	0%	14%	55%	32%	0%	32%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	22	744	730	0%	18%	45%	36%	0%	36%	23%

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PARCC MATH - Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	45	739	744	2%	27%	40%	31%	0%	31%	42%
White	20	741	749	0%	25%	45%	30%	0%	30%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	22	738	733	5%	27%	36%	32%	0%	32%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	28	734	731	4%	32%	46%	18%	0%	18%	23%

2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
 Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
 Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
 Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

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NJASK Results - Science Grade Level - 04

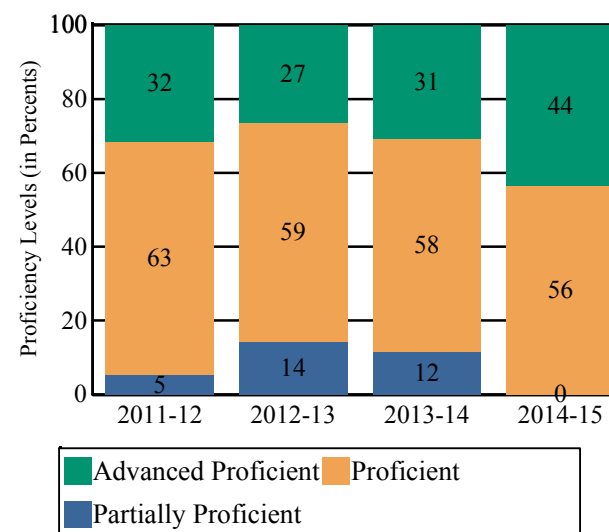
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	44%	56%	0%
White	50%	50%	0%
African American	-	-	-
Hispanic	36%	64%	0%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	41%	59%	0%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



COLLEGE AND CAREER READINESS

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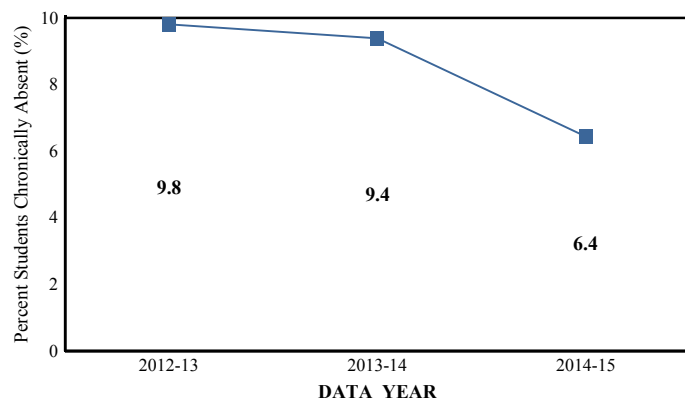
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

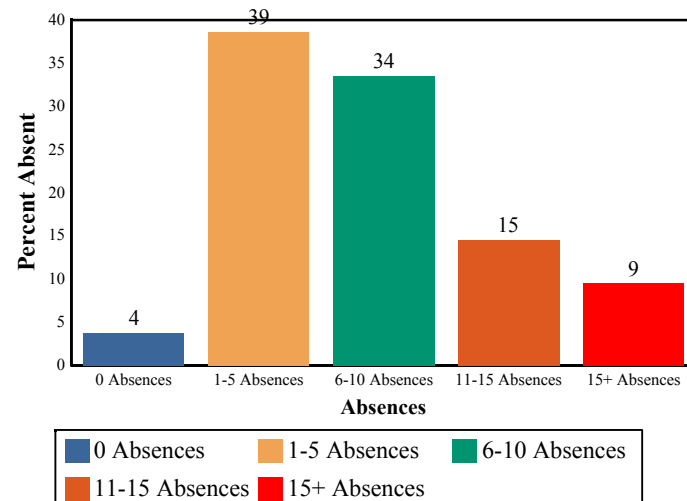


Chronic Absenteeism for 2014-15

6.44%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



STUDENT GROWTH

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	63	83	85	35	YES
Student Growth on Math	65	94	85	35	YES
		89	85		100%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	0%	0%	0%
Partially Met	6%	6%	1%
Approached	6%	11%	9%
Met	5%	21%	31%
Exceeded	0%	0%	4%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	0%	0%
Partially Met	10%	10%	3%
Approached	10%	11%	16%
Met	0%	10%	29%
Exceeded	0%	0%	0%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 03

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	810	850
75th	760	770
50th	739	743
25th	723	715
0th	685	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	793	850
75th	753	767
50th	733	745
25th	722	722
0th	690	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	45

WITHIN SCHOOL ACHIEVEMENT GAP

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Grade Level - 04

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	796	850
75th	777	773
50th	759	750
25th	746	728
0th	714	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	45

Grade Level - 05

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	801	850
75th	770	773
50th	753	751
25th	733	728
0th	701	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	45

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	785	850
75th	764	764
50th	745	742
25th	729	721
0th	713	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	43

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	778	850
75th	755	763
50th	742	743
25th	724	723
0th	697	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	40

SCHOOL CLIMATE

PASSAIC

CLIFTON CITY

State of New Jersey

2014-15

GRADE SPAN KG-05

31-0900-100

SCHOOL #3

365 WASHINGTON AVENUE

CLIFTON, NJ 07011

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 30 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	2.1%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	17
Administrators	292

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	BUENA REGIONAL	COLLINGS LAKES ELEMENTARY SCHOOL	01-0590-045	KG-03	66.3%	4.6%	13.7%
ATLANTIC	SOMERS POINT CITY	DAWES AVENUE ELEMENTARY SCHOOL	01-4800-050	PK-06	69%	0.2%	17.8%
ATLANTIC	VENTNOR CITY	VENTNOR ELEMENTARY SCHOOL	01-5350-045	PK-04	67.8%	7.7%	11.7%
BERGEN	HACKENSACK CITY	FAIRMOUNT	03-1860-100	PK-04	66.1%	5.8%	10.5%
BERGEN	LODI BOROUGH	COLUMBUS SCHOOL	03-2740-060	KG-05	59.8%	5.8%	6.5%
BERGEN	LODI BOROUGH	WILSON SCHOOL	03-2740-100	PK-05	63.7%	5.5%	8.4%
BURLINGTON	WILLINGBORO TWP	HAWTHORNE PARK ELEMMENTARY SCHOOL	05-5805-065	PK-05	58%	0%	11.7%
BURLINGTON	WILLINGBORO TWP	J. C. STUART ELEMENTARY SCHOOL	05-5805-090	PK-05	58.7%	0.2%	13%
BURLINGTON	WILLINGBORO TWP	W. R. JAMES SR. ELEMENTARY SCHOOL	05-5805-080	PK-05	60.3%	3.9%	6.6%
CAMDEN	BELLMAWR BORO	BELLMAWR PARK ELEMENTARY SCHOOL	07-0260-020	PK-04	60.6%	5.5%	5.1%
CAMDEN	PENNSAUKEN TWP	BENJAMIN FRANKLIN ELEMENTARY SCHOOL	07-4060-100	KG-04	65.7%	1.8%	17.6%
CAMDEN	PENNSAUKEN TWP	ROOSEVELT ELEMENTARY SCHOOL	07-4060-180	KG-04	56.8%	2.4%	3%
CAMDEN	PINE HILL BORO	DR. ALBERT M. BEAN SCHOOL	07-4110-060	PK-05	65.5%	1.5%	17.1%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP ELEMENTARY SCHOOL THREE	07-5820-050	PK-03	56.1%	0%	10.8%
CHARTERS	ENGLEWOOD ON THE PALISADES CS	ENGLEWOOD ON THE PALISADES CHARTER SCHOOL	80-6430-930	KG-05	69.1%	0%	6.9%
CHARTERS	MILLVILLE PUBLIC CHARTER SCHOOL	MILLVILLE PUBLIC CHARTER SCHOOL	80-6069-952	KG-05	60.6%	0%	9.3%
CHARTERS	PACE CS OF HAMILTON	PACE CHARTER SCHOOL OF HAMILTON	80-7500-900	KG-05	67%	0%	2.3%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS10	13-0250-100	KG-05	52.2%	2.2%	3.8%
HUDSON	HOBOKEN CITY	SALVATORE R. CALABRO	17-2210-063	KG-06	57%	0%	5%
HUDSON	KEARNY TOWN	GARFIELD ELEMENTARY SCHOOL	17-2410-080	PK-06	63.2%	1.6%	14.3%
MERCER	HAMILTON TWP	KUSER ELEMENTARY SCHOOL	21-1950-170	PK-05	67.6%	8%	6.3%

SCHOOL PEER GROUP

PASSAIC

CLIFTON CITY

GRADE SPAN

KG-05

31-0900-100
SCHOOL #3
365 WASHINGTON AVENUE
CLIFTON, NJ 07011

MIDDLESEX	CARTERET BORO	COLUMBUS ELEMENTARY SCHOOL	23-0750-050	PK-05	68.9%	9.3%	10.3%
MONMOUTH	NEPTUNE TWP	GABLES ELEMENTARY SCHOOL	25-3510-061	PK-05	64.8%	0%	13.2%
MONMOUTH	NEPTUNE TWP	GREEN GROVE ELEMENTARY SCHOOL	25-3510-063	PK-05	65.9%	0%	12.6%
OCEAN	OCEAN GATE BORO	OCEAN GATE ELEMENTARY SCHOOL	29-3800-050	PK-06	62.9%	0%	16.6%
OCEAN	TOMS RIVER REGIONAL	SOUTH TOMS RIVER ELEMENTARY SCHOOL	29-5190-100	KG-05	65.7%	0.3%	14.6%
PASSAIC	CLIFTON CITY	SCHOOL #1	31-0900-080	KG-05	60.7%	2.4%	7.7%
PASSAIC	CLIFTON CITY	SCHOOL #15	31-0900-200	KG-05	67.3%	2.5%	7.4%
PASSAIC	CLIFTON CITY	SCHOOL #3	31-0900-100	KG-05	58.2%	1.7%	8.6%
SOMERSET	NORTH PLAINFIELD BORO	EAST END SCHOOL	35-3670-060	PK-04	67.4%	8.5%	9.5%
UNION	LINDEN CITY	NUMBER 5	39-2660-120	PK-05	65.6%	2.7%	9.6%